DOCUMENT RESUME

ED 070 827 VT 018 021

TITLE	Arkansas Vocational Education Leadership Development Extern Program. Final Report (February 15, 1971-June 30, 1972).
INSTITUTION	Arkansas State Dept. of Education, Little Rock. Div. of Vocational, Technical and Adult Education.; Arkansas Univ., Fayetteville. Dept. of Vocational Education.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	Sep 72
NOTE	46p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Area Vocational Schools; Cooperative Programs; *Educational Development; Educational Innovation; Educational Objectives; Field Experience Programs; *Internship Programs; *Leadership Training; Personnel Needs; Professional Personnel; *Program Descriptions; Sequential Programs; State Programs; Summer Workshops; Vocational Development; *Vocational Education
IDENTIFIERS	*Arkansas

ABSTRACT

The Arkansas Vocational Education Leadership Development Extern Program was designed to prepare vocational education coordinators, directors, and other supervisory personnel for positions as leaders of vocational education within the state, specifically for the secondary grades in local school districts. An innovative, sequentially structured program involved 14 persons in: (1) a week of visitation in an area vocational school, (2) a 3-week summer workshop on a college campus, (3) a planned program of directed field experience in the extern's school, and (4) 12 weekend seminars during the 1971 academic year, held throughout Arkansas. Each extern earned 9 semester hours of credit for completion of the program. As a result of the program's success, each participant has moved into a leadership position. Funded by Public Law 90 476 and organized by a cooperative effort among local education agencies, the State Department of Education, and the University of Arkansas, the program appears to offer unlimited potential in meeting leadership development needs for vocational education. Program objectives, achievements, and implications are detailed. Extensive resource materials are appended. (AG)

ED 070827

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FINAL REPORT

ARKANSAS EXTERN PROGRAM

LEADERSHIP DEVELOPMENT IN VOCATIONAL EDUCATION

Funded Through P.L. 90-576
Part C - Section 131b

VT 018 021

ED 070827

FINAL REPORT

ARKANSAS VOCATIONAL EDUCATION LEADERSHIP DEVELOPMENT EXTERN PROGRAM

Duration of Project
February 15, 1971 - June 30, 1972

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September, 1972

ACKNOWLEDGMENTS

The Arkansas Extern Program was a cooperative endeavor involving local educational agencies, the State Department of Education, and the University of Arkansas; therefore, special appreciation is expressed to a large number of persons who made contributions to its success. Dr. Robert E. Norton, Associate Professor of Vocational Education, University of Arkansas, assisted by Mrs. Peggy W. Patrick, Program Analyst, Division of Vocational, Technical and Adult Education, State Department of Education, assumed major responsibility for developing the project proposal and initiating the program. They served as director and coordinator, respectively, during the period, February 15, 1971 to August 15, 1971. Dr. Denver B. Hutson, Professor and Head, Department of Vocational Education, University of Arkansas, served as director and Mrs. Patrick as coordinator for the duration of the project, August 15, 1971 to June 30, 1972. Project assistants included Mr. J. Louis Moles, Mr. James E. Finical, and Mr. Paul R. Cunningham, University of Arkansas. Special acknowledgment is due for the cooperative efforts of the program directors, coordinator, and assistants.

Appreciation is extended to Mr. J. Marion Adams, Associate Director for Vocational, Technical and Adult Education, State Department of Education, and to members of his staff, who provided support and participated as consultants in various aspects of the program, particularly the seminars. Also, recognition is due a large number of consultants, instate and out-of-state, who made valuable contributions in developing the project proposal, assistance in the conduct of the summer workshop, and assistance with the seminars.

Special gratitude is extended to the administrators of local agencies for their interest, cooperation, and support which made it possible for the externs to be involved in the program; also, to the persons who served on the Advisory Committee and to the multitude of resource personnel, representing many areas of endeavor, who assisted with the seminars.

Finally, acknowledgment is due a very special group for splendid cooperation and efforts which made the program a success - the externs: James H. Bullock, Doyle K. Burke, R. Dee Chapman, Earl D. Crosswhite, Lloyd M. Greenwell, William E. Hogan, Bill F. Lewis, Hugh W. Looney, Nadine F. Marcum, Harold B. McKinney, R. Larry Reaves, Bonita L. Williams, Harry K. Wilson, and Eugene E. Wise.

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INTRODUCTION

Much of what is involved in vocational education today can be attributed to the dedicated efforts of persons with vision who have evolved as leaders giving guidance and direction as roles in vocational education have been added or changed. Vocational education is at a point in history where its leadership demands have increased in both quantity and quality. The bold expansion of programs and the number of people being served has intensified the need for leadership at all levels. Thus, vocational education faces a unique challenge - a challenge rooted in the social and economic welfare of people. Education is not generally noted for responsiveness to societal changes; however, the persuasiveness of the evolving world of work places demands upon continued examination of programs involving leadership development in vocational education. Hence, the climate for developing leadership to serve vocational education has never been more favorable.

Until recently, leadership development to a great extent has been left to chance, thus limiting the number of individuals ready and willing to commit themselves to a difficult and often unrewarding responsibility. Progressive efforts in vocational leadership development preparation programs have helped in filling a void through support provided by the Education Professions Development Act; however, for each person prepared to assume statewide leadership roles, hundreds are needed to provide the missing link of local program development and coordination. This need can readily be evidenced by an examination of the quality and quantity of vocational education in schools with local program directors.

THE PROBLEM

The Arkansas Extern Program emerged as a program to develop potential leaders of vocational education in the state. It was designed to prepare vocational education coordinators, directors, and other leadership personnel, by combining a planned sequence of course work and directed field experience. It was structured to build upon the basic teaching and leadership competencies of selected personnel and to provide school districts an opportunity to give active support to staff members in becoming effective leaders in their respective local programs of vocational education. The program consisted of a week of visitation in an area vocational-technical school, a three-week summer workshop on the campus of the University of Arkansas in 1971, a directed field experience program, and twelve Friday-Saturday weekend seminars during the academic year 1971-72.

The Extern Program was a cooperative endeavor involving local educational agencies, the State Department of Education, and the University of Arkansas. It was cooperatively planned and conducted by representatives of the Vocational Division of the State Department of Education and of the Department of Vocational Teacher Education at the University. The project director, along with supporting staff, represented the University, while the project coordinator represented the Department of Education.

The general objectives of the program were as follows:

1. Select candidates who aspired to and appeared to possess the potential for assuming a leadership role in vocational education.

2. Develop a consortium of local, state, and university leaders and educators capable of conducting an effective leadership development program.
3. Deviate from the traditional graduate program by designing academic work which would supplement and complement field experiences.
4. Provide each participant with first hand experiences in directing a comprehensive program planning and evaluation effort based on activities which were demonstrated to be effective in a previous statewide developmental research project.
5. Utilize exemplary and other outstanding vocational programs as visitation sites to enrich the weekend seminars.
6. Emphasize comprehensiveness by providing instruction and experiences in all service areas.
7. Develop group and individual objectives to be achieved through the extern program which reflect vocational program needs.
8. Deal specifically with the problems and concerns of persons participating in the program and provide experience with the decision-making process.

OPERATIONAL PROCEDURES

The externs participated in an innovative program which deviated extensively from traditional graduate and inservice training programs. The "Extern Program" approach was developed to bridge the gap between educational theory and practice. The academic course work, directed field experience, and seminars were carefully planned so as to complement and supplement each other; thus, an effective blending of academic, on-the-job training, and seminar approach to educational

leadership. Academic work, closely related to the field experience which followed during the academic year, was provided through a three credit hour summer workshop. Six credit hours, three each semester, were earned through the field experience program and by participation in twelve two-day weekend seminars during the 1971-72 academic year. The seminars were held at various locations throughout the state whereby externs could observe innovative and outstanding vocational programs and facilities.

The extern program as conducted may logically be described as follows: (1) The preparation for and structuring the program; (2) Visitation and observation of the operation of an area vocational-technical school; (3) On-campus summer workshop; (4) Directed field experience; and (5) Weekend seminars.

1. The preparation for and structuring the program. A brochure, describing the Arkansas Extern Program was prepared and widely distributed throughout the state as a basis of announcing a program for potential leaders in vocational education (Appendix A and Appendix B). From the applications received, seventeen persons were selected as participants based upon criteria indicated in the brochure. (Fourteen of the group continued in the program following the summer workshop.) Approval of participants required a commitment on the part of the local agency to lend support to the program by providing an opportunity for the extern to assume a leadership role as a part of his educational responsibility and in carrying out a comprehensive program planning and evaluation effort during the school year; providing release time to attend the twelve seminars, the summer workshop, and area school visitation; and contribute toward travel expenses connected with the program. The externs paid the registration fees for the nine credit hours earned by participating in the

program and a part of the travel expenses connected with the summer workshop and seminars. Although the local agency provided most of the funds needed to support the directed field experience aspect of the program, project funds were a major source for expenses incurred for the summer program and seminars.

Careful planning with the use of an advisory committee aided in establishing a general format and structure for the extern program. This committee consisted of State vocational staff, vocational teacher educators, a director of a secondary area vocational school, a vocational teacher, a superintendent of schools, a representative of industry, and a member of the State Advisory Council for Vocational Education. Inputs by this committee included suggestions regarding instructional content; selection of innovative and exemplary programs for visitation during the weekend seminars, resource personnel, and general extern program operation. This committee was kept informed of developments of the program and most of the members were involved in one or more of the seminars.

2. Visitation and observation of the operation of an area vocational-technical school. Following the selection of the participants a meeting was held for the purpose of explaining in detail the overall plan for the extern program, along with instructions regarding the visitations in the area vocational-technical schools, which were scheduled during June and July, 1971. Each extern visited in one school for four days to observe leadership roles and general operations. A written report was prepared by each extern as a basis for discussion in the workshop which followed. The reports dealt with topics such as instructional programs, student services, extension and special programs, public relations, and administrative organization policies, and procedures (Appendix C).

3. On-Campus summer workshop. A workshop was conducted on the University of Arkansas Campus in Fayetteville during the period, July 19 - August 4, 1971. The classroom instruction during the workshop was designed to provide participants with a comprehensive understanding of programs in vocational education as well as to prepare them for the field experiences and seminars to follow during the academic year. The workshop involved a number of resource persons from within as well as outside the state. Major topics and activities included interpersonal relationships, developing individual and group goals and objectives, the state vocational education delivery system, simulation training in decision-making exercises, research methods and techniques, and out-of-state field trips to study vocational programs and facilities in vocational schools (Appendix D).

During the workshop the externs focused upon formulating the following: Extern group goals to be the basis for planning the twelve seminars during the academic year 1971-72; personal objectives to be accomplished in their respective schools during the year; a "plan of action" which outlined the major program planning and evaluation activities to be carried out during the year; a "mini-grant" research proposal for submission to the Division of Vocational-Technical and Adult Education, Department of Education for possible funding; and a schedule of seminars for the year and the general format to be followed (Appendixes E, F, G, H).

An evaluation of the workshop by the participants indicated that it had been well planned and carried out. The general implications were that the workshop objectives had been attained with success and had provided a good base for the seminars to follow (Appendix I).

4. Directed field experience. In addition to developing a list of personal objectives during the workshop, each extern prepared a local plan of action which became the guide for comprehensive program planning and evaluation effort relevant to the needs and situation in his school. These plans included such activities as using staff and citizen advisory committees, developing statements of program philosophy and objectives, ascertaining student needs and job opportunities, conducting follow-up studies of former students, developing and using evaluation instruments, formulating long range plans, establishing a job placement service for students, and developing an occupational information center.

Each extern prepared a mini-grant proposal for prospective funding by the State Department of Education. These projects related and contributed to the local plan of action. The majority of the externs submitted proposals that were funded up to $500 to conduct research related to local program planning or evaluation activities to improve local programs.

Special assistance was provided the externs by members of the extern program staff through regular visits to their respective schools. A report was prepared following each visit for the purpose of maintaining a record of progress of each extern in carrying out the plan of activities (Appendix J). Each participant submitted a written progress report at the end of the first semester of the academic year 1971-72 and a final report at the end of the program.

5. Weekend seminars. During the 1971-72 academic school year, twelve two-day (Friday-Saturday) seminars were planned and conducted at different sites and locations over the state in order for the externs to observe a variety of innovative and outstanding vocational programs and facilities. Externs were

assigned responsibility to assist in planning, meeting place arrangements, meals and lodging accommodations, resource personnel, and other general arrangements for the seminars. Each seminar focused upon selected goals and objectives that were determined during the summer workshop. The seminars began on Friday morning and extended to noon on Saturday. Generally, Friday morning and afternoon were devoted to observations and discussions of a particular school program and facilities. The evening sessions varied; however, most were planned around a dinner session, followed by a presentation by some resource person, such as a representative of industry, business, educator or legislator; then informal discussions relating points of the presentation to specific problems and concerns of members of the group. Some of the Friday evening sessions were purposely unstructured to allow for more group interaction and exchange of ideas. Saturday morning sessions focused upon a review and evaluation of the Friday activities in light of the objectives established for the seminar, progress reports by externs, discussion of common problems as well as individual problems, and general planning for the next seminar.

Following Seminar VI, an evaluation was made by the group to ascertain the effectiveness of the first semester seminars in meeting desired goals and as a basis for making needed adjustments in the general structure and format of the remaining seminars (Appendix K). Generally, the format remained similar for all twelve seminars.

VISIBILITY OF THE PROGRAM

The Extern Program was widely publicized within and outside Arkansas. The externs utilized local media - newspapers, radio, television, civic organi-

zations - to communicate their involvement in the program and to report their activities and accomplishments. The program staff prepared a brochure that was disseminated statewide to schools, resource persons who assisted in various ways with the workshop and seminars, and to educational personnel in a number of states. Statewide news releases were handled through the Division of Information at the University of Arkansas. One major article was published in the Arkansas Department of Education News Magazine, a publication of the Department of Education which receives intensive statewide distribution and some out-of-state distribution. A thirty-minute television program involving the extern director and two externs, was presented by the State Education Television Station near the end of the series of seminars (Appendix L). A resumé of the project was submitted to the Regional Office for Vocational Education and a "Certificate of Merit" award was granted the Department of Vocational Education, University of Arkansas, by the U. S. Office of Education.

SUMMARY, IMPLICATIONS, CONCLUSIONS

1. Summary

The Arkansas Vocational Education Leadership Development Extern Program was a cooperative endeavor involving local education agencies, the Arkansas Department of Education, and the University of Arkansas. It was a program to prepare a cadre of persons who could provide effective leadership to comprehensive programs of vocational education, particularly at the secondary school level.

Fourteen persons participated in the innovative program which deviated extensively from traditional graduate and in-service training programs in that

there was a planned sequence of course work, directed field experience, and week-end seminars. Specifically, the program consisted of one week of visitation in an area vocational-technical school, a three-week summer workshop on the University of Arkansas campus, a planned program of directed field experience in the school of the extern, and twelve Friday-Saturday weekend seminars during the 1971-72 academic year. The seminars were held at various locations throughout the state in order to observe innovative and outstanding programs and facilities as well as to utilize a variety of resource personnel. Each of the participants earned nine semester hours of credit for completion of the program. The objectives established for the Extern program were met effectively and successfully through careful planning and follow through of the various operational procedures established as the format for the program.

The following items represent a summary of achievements by the fourteen externs:

1. Developed personal objectives relating to school position for the 1971-72 school year and reported an average of 90 per cent achievement in a satisfactory manner.
2. Developed a comprehensive plan of action, involving program planning and evaluation activities, to be carried out during the 1971-72 school year and reported that 90 per cent of the plan was completed.
3. Prepared, or selected, and used an evaluation instrument for the purpose of assessing the occupational aspirations of students enrolled in school.
4. Prepared, or selected, and used a survey instrument to assess the

occupational needs and job opportunities in the school-community.

5. Established and operated an advisory committee for vocational education within the school district.
6. Prepared a mini-grant proposal for a research project to be funded by the State Department of Education. Twelve projects were approved and funded; two externs conducted other funded projects and did not apply for a mini-grant.
7. All externs assumed a major responsibility in the planning and arrangements for one or more of the weekend seminars.
8. The following is a statement from the final report of an extern which seemed to reflect the general feeling of all participants:

> "It is my opinion that the group goals, as set forth for the extern program seminars, have been successfully achieved. Each of the weekend seminars have focused upon specific objectives and in all instances have been met successfully.
>
> The wealth of knowledge that has been gained from each of the different activities of the Extern Program will have a profound effect upon each of the participants, and upon vocational education generally, within the State of Arkansas."

2. Program Implications

The Arkansas Extern Program evolved as an endeavor which deviated extensively from traditional graduate and in-service programs. It represented a successful approach to bridging the gap between educational theory and practice.

It was unique as an approach to developing educational leadership in that there was considerable flexibility in the planning and conducting of the directed field experience and the seminars. The seminars were largely self-directed, evolved from problems of the externs comprising the group, were highly self-motivated, were informal and scheduled in settings removed from the distractions of everyday activity, and provided for long periods of discussion and interaction, plus an opportunity to live together for twelve weekends throughout an academic school year.

The following are some of the benefits of the program noted by the externs:

1. The contacts with the resource personnel involved in the program created a greater awareness of the importance of leadership in vocational education.
2. The personal objectives and the plan of action developed during the workshop gave organization and direction to extern activities during the year.
3. The exposures to various types of programs in vocational education, state and vocational leaders, representatives of business, industry, and supporting services to vocational education gave a new perspective as to the role of vocational education.
4. The benefits derived from the resource people provided much assistance of a specialized and supportive nature.
5. The individual assistance given by the extern staff inspired confidence and growth on the part of the participants.
6. Informal contacts, which might never have been possible, were made with nationally recognized leaders in vocational education.

7. Confidence was gained through knowing that externs encountered similar problems in initiating and carrying out programs.
8. The practical nature of the problems and issues discussed and the alternative solutions proposed were of great value.
9. The sharing of problems and experiences transcended the value of merely discussing solutions.
10. The keynote speakers, particularly from business and industry, utilized during the seminars, enlarged the vision of the participants.
11. Broadening acquaintences with personnel involved in local and area programs and with State Department of Education personnel was regarded as a worthwhile achievement.
12. The informality of each seminar situation stimulated free exchanges of experiences and enabled externs to gain confidence in their abilities.
13. Visitations and field experiences conducted in connection with the seminars served to enlighten the externs who had, for the most part, only limited knowledge of the philosophy and objectives of vocational programs in areas other than the one for which they were educated.
14. The externs developed confidence in their ability to plan and conduct seminars based upon pre-determined general goals, to engage appropriate resource personnel, and to make other arrangements which contributed to the effectiveness and success of the seminars.
15. Through various contacts there developed a significant awareness on the part of the externs, and among key personnel in the State Department of Education, as to the need for a continuous leadership development program in vocational education.

3. Conclusions

The Arkansas Extern Program as planned and carried out represented an effective means to prepare for leadership development in vocational education. The enthusiasm of the fourteen externs created an educational environment that was truly conducive to maximizing leadership development. As a result of the program each participant has moved into, or had an opportunity to move into, a leadership position. Each will be in a position to offer effective leadership, whether as a director, supervisor, coordinator, counselor, or teacher.

Perhaps the most significant evaluation of the program was the universal request to continue the same type of program in the future. The extern group forcefully reiterated that the issue of whether or not an experience of this nature was accomplished by university course credit was of little consequence. Since the participants travelled as far as 300 miles from their homes to attend some of the seminars and gave up twelve weekends during the academic year that could have been spent with their families, a desire to continue the program is convincing evidence of its value. Therefore, it was concluded that the concept of the Arkansas Extern Program has unlimited potential as a program for leadership development in vocational education.

APPENDIX

UNIVERSITY OF ARKANSAS
FAYETTEVILLE

COLLEGE OF EDUCATION
DEPARTMENT OF
VOCATIONAL EDUCATION

February 25, 1971

To: Arkansas School Superintendents
Arkansas Vocational Teachers

Re: Announcement of Arkansas Extern Program for Leadership Development

We wish to notify you of the initiation of an Extern Program for leadership development in vocational education.

It is recognized that at present, few persons have a comprehensive background in vocational education or much experience in vocational program planning and evaluation procedures. We anticipate the Extern Program will provide these experiences and expand the number of qualified persons available for leadership positions in vocational education in Arkansas. The program is designed to allow personnel who are certified as vocational teachers to participate in a planned, one year, field-oriented, inservice training program. Other school personnel who have curriculum, administrative, or other vocational responsibility will also be considered.

The Extern Program will operate as a three-way partnership between local educational agencies, the State Department of Education, and the University of Arkansas. The program will be cooperatively planned and conducted by representatives of the Department of Vocational Education at the University and the Vocational Division of the State Department of Education.

The enclosed brochure provides additional details about the program. For additional information, please call Mrs. Peggy Patrick at the State Department of Education — 371-1855 or me at the University — 575-4758; or complete and mail the form provided in the brochure.

Sixteen applicants will be selected for the 1971-72 school year. Applications must be submitted not later than April 1, 1971. Please mail your nomination, notification of intent, and/or request for additional information as soon as possible.

We are looking forward to the possibility of working with you in the development and improvement of vocational education programs which will better meet the needs of our students.

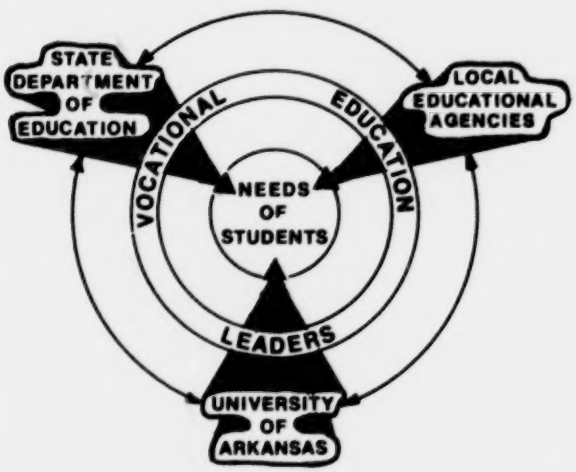
Sincerely,

Robert E. Norton

Robert E. Norton
Program Director
Vocational Education

REN:sb
Enclosure

ARKANSAS EXTERN PROGRAM



A Program for Potential Leaders in VOCATIONAL EDUCATION

THE NEED

Rapid technological advances and increasing awareness of the importance of preparing all students for their next step whether it be further education or gainful employment, has resulted in increased recognition of the vital role that vocational and technical education fulfills in preparing competent workers. To meet the challenge facing vocational education as programs expand and enrollments increase, individuals with adequate preparation to assume leadership roles are critically needed.

This brochure outlines an extern leadership development program which will result in a cadre of persons prepared to give strong leadership to comprehensive programs of vocational education at the secondary level.

WHAT IS THE EXTERN PROGRAM?

It is a program designed to prepare vocational education coordinators, directors and other leadership personnel, by combining a planned sequence of course work and directed field experience. The program will build upon the basic teaching competencies of present personnel and provide school districts an opportunity to give active support to their staff members in becoming effective vocational leaders in their respective local programs. The program will consist of a minimum of a three week summer workshop on the University of Arkansas campus, a week long area school visitation, and twelve Friday - Saturday weekend seminars during the following academic year.

COOPERATING AGENCIES

The Extern Program will be a cooperative endeavor involving local educational agencies, the State Department of Education, and the University of Arkansas. The program will be cooperatively planned and conducted by representatives of the Vocational Division of the State Department of Education and of the Department of Vocational Education at the University. The program will be administered by the Department of Vocational Education and externs will be counseled and supervised by staff members of the Department. Local educational agencies will nominate candidates for the program and provide the support and opportunity necessary for the candidates to assume a leadership role in carrying out a comprehensive vocational program planning and evaluation effort in their respective schools.

WHAT ARE ITS OBJECTIVES?

General objectives of the Extern Program are as follows:

1. To select candidates who aspire to and have the potential for assuming a leadership role in Arkansas vocational education programs.
2. To develop a consortium of local, state, and university educators capable of conducting an effective leadership development program.

3. To deviate from the traditional graduate program by designing academic work which will supplement and complement field experiences.
4. To provide each extern first hand experiences in directing a comprehensive program planning and evaluation effort based on activities which were demonstrated to be effective in a previous statewide developmental research project.
5. To utilize exemplary and other outstanding vocational programs as visitation sites to enrich the weekend seminars.
6. To emphasize comprehensiveness by providing instruction and experiences in all service areas.
7. To develop group and individual objectives to be achieved through the extern program which reflect vocational program needs.
8. To deal specifically with the problems and concerns of those participating in the program and to provide experience with the decision-making process.

OPERATIONAL PROCEDURES

The externs will participate in an innovative program which deviates extensively from traditional graduate and inservice training programs. The academic course work and directed field experience will be carefully planned so as to complement and supplement each other. Academic work closely related to the field experiences which will follow will be provided through a three credit hour summer workshop and through six credit hours, three each semester, of a directed field experience program. In addition, candidates will be encouraged to enroll in related graduate courses during the 1971 summer session and during the summer session (1972) following their field experience.

Following the on-campus workshop, each extern will spend a week at an area vocational school located near their own school to study its operation and offerings following an individually pre-planned schedule of activities. During the 1971-72 academic year, the externs will meet for twelve two-day weekend seminars. The seminars will be held at various locations throughout the state to observe innovative and outstanding vocational programs and facilities. These visitations will include one or more of the schools in the exemplary program, one or more of the area secondary and area post-secondary vocational schools, a community college, technical institute, job corp center, and some outstanding comprehensive secondary programs.

The visitations will serve as a basis for Friday afternoon seminars concerning the programs and facilities observed. Most of the Friday evening sessions will deal with specific questions and problems facing the externs. Discussion of these problems will be used to provide actual experience with effective decision-making procedures. Saturday morning sessions will be devoted primarily to progress reports of activities being conducted by the externs at their schools.

FINANCIAL CONSIDERATIONS

Although all agencies involved and the externs themselves will contribute financially to the program, the State Vocational Agency will provide most of the funds needed to conduct the program. Schools will be expected to support their candidate in the following ways:

a. Provide release time to attend the twelve weekend seminars and to carry out local program improvement activities
b. Contribute toward travel expenses connected with the workshop and seminars

The extern will need to pay the following expenses:

a. Tuition expenses for graduate credit
b. Contribute toward travel expenses connected with the workshop and seminars

The major expenses to be paid for out of program funds will include:

a. Food and lodging costs for the workshop
b. Food and lodging costs for the twelve weekend seminars
c. Food and travel expenses for the area school visitation
d. Consultants and supporting personnel

EXTERN QUALIFICATIONS

Candidates who aspire to and have the potential for assuming a leadership role in Arkansas vocational education programs will be selected from those who meet the following criteria:

1. Three years successful teaching experience — vocational preferred but not required
2. Qualified for admittance to graduate school
3. Demonstrated potential for leadership
4. Aspires to move into a leadership position
5. Willing to participate in all phases of program
6. Sponsoring school willing to provide support and experiences

TO: Dr. Robert E. Norton
Assistant Professor
Department of Vocational Education
University of Arkansas
Fayetteville, Arkansas 72701
Telephone: 575-4758

FROM: _____

_____

_____

_____

Telephone: School _____

Home _____

1. I nominate _____ as a candidate for the Extern Program.
2. Please consider this my notification of intent _____
3. Please send me additional information _____

ARKANSAS EXTERN PROGRAM

- CANDIDATE DATA FORM -

INSTRUCTIONS: Please complete all statements using typewriter or ink. Return this form to: Dr. Robert E. Norton, Program Director, Department of Vocational Education, University of Arkansas, Fayetteville, Arkansas 72701.

This will be considered as an application for participation in the Vocational Education Leadership Development Program beginning with the Summer Session at the University of Arkansas in July 197___, and terminating at the end of the Spring Term 197___.

Date of Application: _____
Mo. Day Year

Personal Data

1. Name: _____ Age: _____ Sex: ___M ___F

Home Address: _____

_____ Zip: _____

Home Telephone: _____ Marital Status: _____ No. of Dependents: ___

Business Address: _____

_____

_____ Zip: _____

Business Telephone: _____ Extension: _____

May we contact you at your place of business during normal business hours? __YES __NO
If yes, what is the best time? _____

Academic Data

2. Degrees Held Date Rec'd Institution and Location

_____ _____ _____

_____ _____ _____

3. Total number of semester hours earned beyond last degree: _____ Institution(s) where earned Hours

_____ _____

4. Are you now enrolled in a graduate program for an advanced degree? _____YES _____NO _____ _____

5. If yes, where? _____ Expected date of completion: _____ Degree: ____

Professional Data

6. Type of educational certificate(s) currently held: _____

7. Subject(s) for which you are certified: _____

8. What is your present position? _____

9. If teaching, for what classes are you responsible? _____

10. How long have you been employed at your present location? _____

11. Give the name and title of immediate supervisor _____

12. Previous educational positions held (teaching, counseling, administrative, etc.):

Position	Institution	Dates

13. Occupational experience other than education:

Position	Organization	Dates

14. Current professional association membership(s):

Organization	Position Held	Year(s)

15. For your professional development, please number in preferential order your primary areas of interest. Consider the lowest number as having the greatest priority.

( ) Vocational education at the local school district level

( ) Vocational education supervisor or coordinator at the area level

( ) Position in vocational education at the state level

( ) Other _____

16. In addition to the requirements of the Arkansas Leadership Development Program, I anticipate pursuing a:

_____Masters _____Advanced Diploma _____Doctoral Program

17. Outline briefly your personal goals relative to attaining a leadership position in vocational education.

_____

_____

_____

References

18. Please list the full name and address of three supervisors or colleagues who may be contacted by this Department relative to your job performance.

Name	Position	Address	Zip

19. Additional pertinent information, if any:

_____

_____

20. If selected, I will attend the three week summer workshop, participate in the week long area school visitation, and attend the twelve weekend seminars.

____YES ____NO _____ _____
Applicant's Signature Date

Endorsement

21. I recommend and will support this applicant's participation in the Arkansas Extern Program for leadership development.

_____ _____
Superintendent's Signature Date

Appendix C

AREA VOCATIONAL SCHOOL VISITATION

ARKANSAS EXTERN PROGRAM

1971-72

I. Purpose of Visitation - In order to have an effective, articulated and well understood program of secondary and post-secondary vocational education, there must be adequate communication between personnel at each level. Teachers and administrators at each level can and should work together for a more effective overall program. The week long area school visitation is designed for participants, primarily to observe and identify with various leadership roles and positions and secondarily, to facilitate improved communications and understanding of each others programs and problems.

II. Personnel Contacts - It is recommended that one day each be spent observing as a functional trainee the role and typical activities of the Director, Assistant Director (counselor), Business Manager, and an instructor.

III. Suggested Topics for Discussion

A. Instructional Programs
   1. Offerings available
   2. Length of programs
   3. Courses of study
   4. Program and course objectives
   5. Instructional supplies and equipment
   6. Schedules - teacher and students
   7. Instructor supervision and evaluation of students
   8. Advisory committees and council

B. Student Services
   1. Counseling - occupational opportunities
   2. Testing and personal guidance
   3. Recruiting procedures
   4. Registration procedures
   5. Placement and follow-up
   6. Grading procedures
   7. Scholarships, work study
   8. Student organizations
   9. Transportation

C. Extension and Special Programs
   1. Organizing the classes
   2. Selection of instructors
   3. Facilities used
   4. Recruiting students
   5. MDTA, EOA, others

D. Public Relations
   1. Civic groups
   2. Student groups
   3. News articles and announcements
   4. ESD, Chamber, other groups
   5. Brochures and exhibits

E. Administrative
   1. Administrative organization
   2. Budgeting procedures
   3. Purchasing procedures
   4. Employment policies
   5. Personnel evaluation and supervision
   6. Program evaluation procedures

You should attempt to learn as much as possible about their successes as well as the problems. It is requested that, if at all possible, you also arrange with the Director to attend an advisory committee meeting and a staff meeting.

Written Report

(A) Summarize each leadership role observed:
   a. Activities observed
   b. Other activities discussed but not observed
   c. Personal reaction to each leadership role

(B) Written report is due on July 20, 1971 the second day of the Extern Workshop

EXTERN PROGRAM WORKSHOP

Monday - July 19

8:30 a.m. Overview of Extern Program and Workshop
Robert E. Norton
Program Director

Expectations of Program
Fred J. Vescolani, Dean
College of Education
University of Arkansas

J. Marion Adams, Associate Director
Division of Vocational, Technical
& Adult Education
State Department of Education

Need for Leadership Development and Current USOE Trends
Ed Henderson
Program Officer, MDT
USOE Region VII

Registration and Lunch

1:15 p.m. Synthesis of Leadership Development
Peggy Patrick, Program Analyst
Division of Vocational, Technical
& Adult Education
State Department of Education

Modern Concepts and Philosophy of Vocational Education
Vocational Amendments of 1968
Occupational Education Act of 1971

Development of Individual and Group Objectives
Melvin D. Miller
Oregon State University

References and Room Arrangements
J. Louis Moles
Graduate Assistant

Tuesday - July 20

8:30 a.m. Research and Vocational Education
Role and Function
ERIC and R&D Centers
Melvin D. Miller

Occupational Research Unit Preparation of Research Proposals
Robert E. Norton

1:15 p.m. Follow-up and Discussion of Area School Visits
Oral Report by Each Extern

Discussion of Individual and Group Objectives
Melvin D. Miller

Wednesday - July 21

8:30 a.m. Research as a Basis for Curriculum Development
Occupational Analysis
Job and Task Analysis
Instructional Analysis
Melvin D. Miller

1:15 p.m. Oregon's Career Education and Cluster Concept Program
Conceptualization
Development
Implementation
Melvin D. Miller

Preparation for Oklahoma Area School Visits
Robert E. Norton

Thursday - July 22

7:00 a.m. Leave Fayetteville for Central Tech, Drumright, Oklahoma

12:00 noon Arrive at Drumright. Observe facilities, review programs, operational procedures, meet with teachers, administrators and advisory committee members
John Hopper, Superintendent

Mrs. Caroline Hughes
Member, National Advisory Council
Clerk, Board of Education

Stay at Town & Country Motel, Tulsa, Oklahoma; phone - Area 918 - 446-6611

Friday - July 23

9:00 a.m. Visit Tulsa Area Vocational School following same procedures as for Central Tech
James Tritt, Coordinator
Adult Education

Charles Beach, Coordinator
Post-Secondary Education

5:00 p.m. Arrive in Fayetteville

Saturday - July 24

8:30 a.m. Follow-up and discussion of programs, facilities, and operational procedures used at Tulsa and Central Tech
Innovations and Implications
Peggy Patrick
Robert E. Norton

p.m. Social Activity - Agri Park or Beaver Lake
Externs, Department of Vocational Education Staff, and Guests
(planned by Externs)

Monday - July 26

8:30 a.m. Developing the Interpersonal Skills of Warmth, Empathy, and Genuineness
Vernon Glenn, Director
Rehabilitation Research & Training Center

Robert Means
Director of Client Services

Leon Thorton
Coordinator of Training

Tuesday - July 27

8:30 a.m. Developing Interpersonal Skills (con't)

Wednesday - July 28

8:30 a.m. Procedures in Curriculum Development
Alternative Strategies and Philosophies
Reba Davis
University of Arkansas

10:15 a.m. Developing Objectives for the Three Learning Domains
Cognitive
Psychomotor
Affective
Charles Watson
Little Rock

1:15 p.m. Arkansas State Plan and Vocational Policies
Annual Plan
Five Year Projections
Administrative Provisions
Operational Policies
Exemplary Program
EPDA Project
Grady Knight, Coordinator
Program Planning

Peggy Patrick
Program Analyst

Buddy Lyle, Director
Exemplary Program

Jack Nichols
Research Associate

Thursday - July 29

8:30 a.m. Procedures in Curriculum Development (con't)

Self-Instructional Units for Individualizing Instruction
Robert E. Norton

Multi-Media Instructional Systems
James A. Scanlon

Post-Secondary Vocational & Technical Education Programs
John A. Rolloff

1:15 p.m. Regular Programs - An Overview

Vocational Agriculture	James A. Scanlon
Business and Office	Dean Clayton
Distributive and General Cooperative Education	Harold Moore
Home Economics	Reba Davis
Health Occupations	Lloyd Greenwell
Industrial Education	Jack De Vore

Special Programs - An Overview

Disadvantaged and Handicapped	Lamar Love
Vocational Orientation	Robert E. Norton
	Vocational Teacher Educators
	University of Arkansas

Friday - July 30

8:30 a.m. Local-State Coordinated Planning Simulation Exercises and Background Papers

Darrell Ward
Management Specialist

Jim Koeninger
Management Assistant
The Center for Vocational and Technical Education

Saturday - July 31

8:30 a.m. Local-State Coordinated Planning (con't)
Darrell Ward
Jim Koeninger

Monday - August 2

8:30 a.m. Local-State Coordinated Planning (con't)
Darrell Ward
Jim Koeninger

Tuesday - August 3

8:30 a.m. Evaluating Local Programs of Vocational Education
Types of Evaluation
Process - Product
Formative - Summative — Robert E. Norton
Current Studies & Methodologies
Funded by USOE — Bernard Michael
Office of Program Planning and Evaluation, USOE

1:15 p.m. Evaluation and Advisory Councils
3. National Council
2. State Council
1. Local Committees & Councils
Lanny Hassell, Executive Director
Arkansas Advisory Council
J. Louis Moles

Wednesday - August 4

8:30 a.m. Evaluation Procedures & Techniques
Follow-up Studies — Robert E. Norton
Student & Parent Survey
Employer Surveys & Interviews — J. Louis Moles
Process Criteria — Peggy Patrick

1:15 p.m. Plans for Fall Weekend Seminars
Visitation Sites and Dates
Person(s) Responsible
Schedule of Program Planning Activities
Peggy Patrick
J. Louis Moles

EXTERN GROUP GOALS

1. To be able to use the State Plan and policies for local planning, including annual and long-range plans.
2. To develop a working relationship with the Employment Security Division and be able to utilize their services.
3. To be able to make a community survey in order to discover occupational and educational needs of the community.
4. To be able to organize and utilize an advisory council and advisory committees which will advise on local programs.
5. To be able to organize and implement vocational youth organizations on the local level.
6. To know the duties and functions of the State Advisory Council for Vocational Education.
7. To develop an effective communication system both with the school system and with the community.
8. To develop and/or ascertain sources of effective follow-up instruments and procedures for their use.
9. To study and adapt for local use appropriate instruments for continuous program evaluation.
10. To be able to determine student placement techniques for placing all students that leave the school.
11. To determine in-service education activities to up-grade the effectiveness of staff members.

12. To develop organizational structure within the school system for effective coordination of vocational program planning, operations, and evaluation.
13. To learn of available sources of funds and how they may be obtained and utilized on the local level.
14. To know the organizational titles and duties of the State Department of Education personnel.
15. To become knowledgeable of the sources of materials for secondary school vocational courses for program planning purposes.
16. To establish better lines of communication between the public schools and the various community agencies (C. A. P., Post-secondary schools, E. S. D., Camps, Etc.).
17. To develop effective working relationships with counselors in all schools in order to improve vocational guidance services for all students.
18. To know the minimum standards and qualifications for certification of all vocational personnel.
19. To help develop a strong, active state vocational association.

Appendix F

EXTERN PROGRAM PARTICIPANT OBJECTIVES

Each Extern shall:

* develop and submit to the State Department of Education for approval a mini-grant proposal involving some aspect of his local vocational program. It is expected that at least 70 percent of all proposals submitted will be funded.

* prepare and submit to the program director, prior to the end of the workshop, a comprehensive plan of action specifying program planning and evaluation activities to be carried out during the 1971-72 school year. This plan of action should include -- but not be limited to -- procedures for the following:

    a. assessment of student needs;

    b. assessment of community needs and job opportunities;

    c. evaluation of the existing vocational program;

    d. modification of an existing vocational program, or development of a new vocational program;

    e. development of a comprehensive local plan for vocational education

* prepare or select an evaluation instrument to assess the occupational needs of the students enrolled in his school. This instrument to be approved by the program staff.

* prepare or select a survey instrument to assess the occupational needs and job opportunities of his community. This instrument to be approved by the program staff.

* prepare in cooperation with other vocational teachers and the administrators a comprehensive local vocational education plan for the 1972-73 school year in his school.

* establish and/or operate an advisory committee for vocational education within the school district. Committee meeting minutes and activity reports will be kept on file.

* make a four-day visit to an area vocational technical school and attend at least one area vo-tech school directors' meeting. Written and oral reports will be made on these visitations during the workshop.

* develop a set of personal objectives pertaining to vocational education which shall be submitted to the program staff for approval.

* execute his plan of action in such a manner that he accomplishes at least 90 percent of his objectives.

* assume or share responsibility for making some of the arrangements for at least one of the weekend seminars.

* present at least one major problem facing his local school to the group for discussion and consideration of alternative solutions.

ARKANSAS EXTERN PROGRAM

Schedule of Extern Seminars 1971-72

Date	Location	Externs Responsible
September 10-11	Little Rock	Hogan Marcum
October 1-2	Fayetteville	McKinney Williams
October 22-23	Jonesboro	Burke Chapman
November 5-6	Little Rock	Greenwell, Wise, Hogan, Marcum
November 19-20	Pine Bluff	Crosswhite Hogan
December 10-11	Little Rock	Marcum Hogan
January 28-29	Fort Smith	Wilson McKinney
February 18-19	Little Rock	Wise Greenwell
March 31-April 1	Little Rock	Staff
April 14-15	Hot Springs	Looney
April 28-29	Camden	Reaves Bullock
May 12-13	Fort Smith	Lewis Staff

Weekend Seminar Format

(To be modified as needed)

FRIDAY

10:00 a.m.	-	Brief Welcome and Orientation by Superintendent, Principal, Dean, or Director
	-	Individual and Small Group Tours of School to observe Students, Teachers, Counselors, Administrators and Facilities
12:00 noon	-	Lunch with School Personnel
1:00 p.m.	-	Individual and Small Group Program Observation and Informal Conferences with Students and School Personnel
3:00 p.m.	-	Meet with School Faculty and Administrators (informal questions and answers)
4:00 p.m.	-	Extern Staff and Participants Discussion of Programs to Determine Possible Implications
5:30 p.m.	-	Dinner
7:00 p.m.	-	Guest Speaker Presentation by Non-Educator (formal presentation followed by informal discussion and interaction)
9:00 p.m.	-	Recess

SATURDAY

8:00 a.m.	-	Problems and Concerns of Externs (educational problems and alternative solutions)
10:00 a.m.	-	Break
10:30 a.m.	-	Program Planning and Evaluation Activities Presentations by Extern Staff Progress Reports by Externs
1:00 p.m.	-	Adjournment

MEAN VALUES AND FREQUENCY DISTRIBUTION FOR
PARTICIPANTS' EVALUATION OF THE EXTERN WORKSHOP

Statements	Frequency Distribution					Mean
	Strongly Agree (5)	Agree (4)	Undecided (3)	Disagree (2)	Strongly Disagree (1)	
1. The objectives of this workshop were clear to me . . .	9	7	0	1	0	4.41
2. The objectives of this workshop were not realistic . .	1	0	0	7	9	1.65*
3. The participants accepted the purposes of this workshop	8	9	0	0	0	4.47
4. The objectives of this workshop were not the same as my objectives	0	1	0	12	4	1.88*
5. I have not learned anything new	0	0	0	1	16	1.06*
6. The material presented seemed valuable to me	12	5	0	0	0	4.71
7. I could have learned as much by reading a book	0	0	0	4	13	1.24*
8. Possible solutions to my problems were not considered .	0	0	1	10	6	1.71*
9. The information presented was too elementary	0	0	0	3	14	1.29*
10. The speakers really knew their subjects	10	6	0	0	1	4.41
11. I was stimulated to think about the topics presented . .	10	7	0	0	0	4.59

*Represents the mean score of a negative statement.

EVALUATION OF EXTERN WORKSHOP (con't)

Statements	Strongly Agree (5)	Agree (4)	Undecided (3)	Disagree (2)	Strongly Disagree (1)	Mean
	Frequency Distribution					
12. We worked together well as a group	12	5	0	0	0	4.71
13. The group discussions were excellent	11	6	0	0	0	4.65
14. There was little time for informal conversation	0	3	1	10	3	2.24*
15. I had no opportunity to express my ideas	0	0	0	6	11	1.35*
16. I really felt a part of this group	11	5	1	0	0	4.59
17. My time was well spent	12	5	1	0	0	4.71
18. The workshop met my expectations	11	6	0	0	0	4.65
19. Too much time was devoted to trivial matters	0	0	2	8	7	1.71*
20. The information presented was too advanced	0	0	0	8	9	1.47*
21. The content was not readily applicable to the important problems in this area	1	2	0	4	10	1.82*
22. Theory was not related to practice	0	0	0	8	9	1.47*
23. The printed materials that were provided were very helpful	11	6	0	0	0	4.65
24. The schedule should have been more flexible	0	4	2	10	1	2.53*
25. If I had it to do over again, I would attend this workshop	13	4	0	0	0	4.76

*Represents the mean score of a negative statement.

EXTERN STAFF VISITATION REPORT

Extern:

Date of Visit:

Visiting Staff Member:

Other Person Present:

Matters Discussed:

Commitments Made:

a. By Extern

b. By Staff

Implications and Comments:

EXTERN
SEMINAR EVALUATION
FALL SEMESTER 1971

PLEASE CIRCLE YOUR RESPONSE TO THE FOLLOWING STATEMENTS.
SA = Strongly Agree; A = Agree; N = Undecided; D = Disagree
SD = Strongly Disagree.

1. The speakers at each of the following seminars presented information or ideas which were of value to me.

	SA	A	N	D	SD
#I					
#II					
#III					
#IV					
#V					
#VI					

2. The programs at each of the following seminars achieved the goals set for the seminar.

	SA	A	N	D	SD
#I					
#II					
#III					
#IV					
#V					
#VI					

3. Time was used wisely at each of the following seminars.

	SA	A	N	D	SD
#I					
#II					
#III					
#IV					
#V					
#VI					

4. The fall seminars, collectively, have been of significant benefit to me.

SA A N D SD

5. Do you feel that the Friday evening program should be planned around a group meal?

Yes No No Difference

6. Rate from 1 (best) to 6 (last best) the fall seminars.

(comments)

#I Little Rock ☐ _____

#II Fayetteville ☐ _____

#III Jonesboro ☐ _____

#IV Little Rock ☐ _____

#V Pine Bluff ☐ _____

#VI Little Rock ☐ _____

EXTERN RESPONSES TO SEMINAR EVALUATION - FALL SEMESTER 1971

1 = Strongly Agree; 2 = Agree; 3 = Neutral; 4 = Disagree; 5 = Strongly Disagree

1. The speakers at each of the following seminars presented information or ideas which were of value to me.

Seminar IV in Little Rock: nine strongly agreed; four agreed; evaluation mean was 1.31.

Seminar VI in Little Rock: ten strongly agreed; two agreed; one neutral; evaluation mean was 1.31.

Seminar I in Little Rock: five strongly agreed; four agreed; three neutral; one disagreed; evaluation mean was 2.0.

Seminar II in Fayetteville: four strongly agreed; seven agreed; two neutral; evaluation mean was 2.16.

Seminar III in Jonesboro: two strongly agreed; eight agreed; two neutral; one strongly disagreed; evaluation mean was 2.23.

Seminar V in Pine Bluff: two strongly agreed; seven agreed; three neutral; one disagreed; evaluation mean was 2.23.

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2. The programs at each of the following seminars achieved the goals set for the seminar.

Seminar VI in Little Rock: nine strongly agreed; three agreed; one neutral; evaluation mean was 1.38.

Seminar IV in Little Rock: seven strongly agreed; five agreed; one disagreed; evaluation mean was 1.62.

Seminar II in Fayetteville: four strongly agreed; seven agreed; one neutral; one strongly disagreed; evaluation mean was 2.0.

Seminar V in Pine Bluff: four strongly agreed; six agreed; two neutral; one disagreed; evaluation mean was 2.0.

Seminar III in Jonesboro: three strongly agreed; six agreed; three neutral; one strongly disagreed; evaluation mean was 2.23.

Seminar I in Little Rock: two strongly agreed; seven agreed; two neutral; two disagreed; evaluation mean was 2.31.

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3. Time was used wisely at each of the following seminars.

Seminar VI in Little Rock: ten strongly agreed; three agreed; evaluation mean was 1.23.

Seminar II in Fayetteville: six strongly agreed; five agreed; one neutral; one strongly disagreed; evaluation mean was 1.85.

Seminar IV in Little Rock: five strongly agreed; five agreed; three neutral; evaluation mean was 1.85.

Seminar V in Pine Bluff: seven strongly agreed; three agreed; two neutral; one disagreed; evaluation mean was 2.0.

Seminar III in Jonesboro: two strongly agreed; six agreed; four neutral; one disagreed; evaluation mean was 2.31.

Seminar I in Little Rock: three strongly agreed; four agreed; four neutral; two disagreed; evaluation mean was 2.38.

---

4. The above three items rate each of the seminars. It is interesting to compare the combined means of these three questions with the seminar rank given by the externs in response to item six of the evaluation form. The similarity of the two rankings tends to indicate a reliability of the extern responses; however, it should be noted that the first three questions were designed to obtain extern thinking about ranking the seminars in terms of speakers, programs, and use of time. The final question forced the externs to rank the seminars.

QUESTIONS				RANKING*	
$\bar{X}$	RANK	SEMINAR		RANK	$\bar{X}$
1.31	1	VI	LITTLE ROCK	1	1.92
1.59	2	IV	LITTLE ROCK	2	2.31
2.00	3	II	FAYETTEVILLE	3	3.62
2.07	4	V	PINE BLUFF	5	4.15
2.23	5	I	LITTLE ROCK	4	4.07
2.26	6	III	JONESBORO	6	5.15

*Rankings were rated from one for "best" through six for "least best."

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5. In response to the question, "The fall seminars, collectively, have been of significant benefit to me:" nine (69%) indicated strong agreement; four (31%) indicated agreement.

Following are responses to the question, "Do you feel that the Friday evening program should be planned around a group meal?"

Response	N	%
Yes	5	38
No Difference	6	47
No	2	15

OUTLINE OF 30-MINUTE TELEVISION PROGRAM
ARKANSAS EDUCATIONAL TELEVISION STATION - CONWAY, ARKANSAS
THE ARKANSAS EXTERN PROGRAM

May 11, 1972

1. What is the Extern Program?
2. What does the term Extern mean?
3. Is the Extern program a new concept in leadership training?
4. How is this program different from traditional inservice programs?
5. How did the Extern program originate in Arkansas?
6. How were the participants selected for the program?
7. How was the program structured?
8. What kind of activities constitute the program?
9. What is a weekend seminar?
10. Give some examples of leadership activities the participants have done at the local level in carrying out the objectives of the program.
11. What do you consider the most outstanding benefits of the program to the individual?
12. What do you consider a local leadership position?
13. When would a local school district need to consider establishing a vocational administrative (leadership) position?
14. How will you be able to determine whether the program has been successful?
15. What is the future of the Extern Program in Arkansas?

ARKANSAS EXTERN PROGRAM 1971-72

Participants and Staff

Mr. James H. Bullock
Exemplary Program Counselor
Hope High School
Hope, Arkansas 71801

Mr. Doyle K. Burke
Director of Curriculum
Newport Public Schools
Newport, Arkansas 72112

Mr. R. D. Chapman
Supervisor of Secondary Instruction
Jonesboro Public Schools
Jonesboro, Arkansas 72401

Mr. Earl D. Crosswhite
Vocational Agriculture Teacher
Sheridan High School
Sheridan, Arkansas 72150

Mr. Lloyd M. Greenwell
Director, Health Occupations
State Department of Education
Little Rock, Arkansas 75501

Mr. William E. Hogan
Head - Industrial Arts
McClellan High School
Little Rock, Arkansas 72209

Mr. Bill F. Lewis
Director, Vocational Education
Russellville Public Schools
Russellville, Arkansas 72801

Mr. Hugh W. Looney
Director of Instruction
Vocational Technical School
Malvern, Arkansas 72104

Mrs. Nadine F. Marcum
Coordinator, Office Occupations
Metropolitan High School
Little Rock, Arkansas 72209

Mr. Harold McKinney
T & I Coordinator
Fayetteville West Campus
Fayetteville, Arkansas 72701

Mr. R. Larry Reaves
Exemplary Program Coordinator
Warren High School
Warren, Arkansas 71671

Mrs. Bonita Williams
Home Economics Teacher
Woodland Junior High School
Fayetteville, Arkansas 72701

Mr. Harry K. Wilson
Industrial Arts Teacher
Springdale High School
Springdale, Arkansas 72764

Mr. Eugene E. Wise
Vocational Education Supervisor
North Little Rock Schools
North Little Rock, Arkansas 72114

Staff

Dr. Robert E. Norton
Program Director (2/15/71 to 8/15/71)
Department of Vocational Education
University of Arkansas
Fayetteville, Arkansas 72701

Dr. Denver B. Hutson
Project Director (8/16/71 to 6/30/72)
Department of Vocational Education
University of Arkansas
Fayetteville, Arkansas 72701

Mrs. Peggy Patrick
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Vocational Division
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